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ABSTRACT

The relationship between the leadership of African-American principals and African-American student academic achievement in more successful African-American elementary schools in California is examined within the 11 chapters of this book. The study attempted to determine how the African-American principals (who had been in their positions at least since the 1978-79 academic year) in three elementary schools, which were chosen based on their superior third- and sixth- grade reading and math California Assessment Program test scores from 1980-81 and 1981-82, exhibited the leadership style components of goal development, energy harnessing, communication facilitation, and instructional management. In addition, identification of other leadership facets that may affect students' academic achievement was attempted. To collect data, teachers and principals were interviewed, the principals were observed at work, and teacher questionnaires were distributed. The results indicated that African-American principals held three common qualities: (1) a strong commitment to African-American student education; (2) a deep understanding of, and compassion for, their students; and (3) a sincere confidence in African-American children's ability to learn. The teacher questionnaire, teacher interview questions, conducted on the basis of the findings from four instruments, principal interview questions, consent and personal data forms, and the Kumasi Greater Achievement Program are appended. (142 references) (KM)

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